

6 month reporting date 08/10/04
 12 month reporting date 2/10/05
 18 month 11/10/05 received 11/8/05
 Closed 11/13/05

Alcester-Hudson School District Improvement Plan/Progress Report Form

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Evaluations were not consistently completed within the 25-school day or the three-year reevaluation timelines.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Files with evaluations will have all assessments completed within the 25-school day timeline, and all three-year reevaluations will be completed within the time requirements.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All evaluations will be conducted within 25 school days or have an extension of time granted by the parents. All reevaluations will be completed within the three-year time requirement.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Staff will create and use lists to set up timelines for completion of evaluations. What data will be given to SEP to verify this objective? In a review of five of seven student files, the number completed within the 25-school day and three-year timelines will be submitted to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Met July '04	
Please explain the data (6 month) In a review of seven student files; seven files met the 25-school day and three-year timelines.				

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<p>2. What will the district do to improve? Evaluators and related service providers will be informed by the special education teacher responsible the date when testing must be completed.</p> <p>What data will be given to SEP to verify this objective? Each evaluator/related service provider will be polled about getting these dates of student evaluation timelines. The polled responses will be sent to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) The physical therapist reported no evaluations during this time period. The school psychologist reported that he has received a copy of the permission to test with the date due clearly marked on it from the special education teachers. The occupational therapist reports some preschool evaluations where she received a copy of the permission to test with the parent signature and date received by the school completed on it. The speech therapist reported that she gets the date due on permission to tests from the special education teacher and determines the date due on her own evaluations.</p>				
<p>3. What will the district do to improve? Permissions to test will be sent out a minimum of two months prior to the date the evaluation is due. The psychological reports (or related service evaluations in some cases) will be stamped with the date received. The date will be used as the evaluation date for future reference.</p> <p>What data will be given to SEP to verify this objective? In five student files, the prior notice/consent to evaluate and the dates will be checked to validate timeline compliance. The data will be submitted to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) In five student files, the timeline for the 25 school day and three-year evaluation was met. The psychological reports were stamped with the date received.</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) When the district received verbal parent input into the evaluation, it was not documented.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will document parental input into the evaluation process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All prior notices for evaluation will have documentation of parental input.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Parental input through phone contact prior to the permission to test will be documented on the prior notice. What data will be given to SEP to verify this objective? Prior notices for evaluation will be reviewed in five of seven student files for parental input into the evaluation, and the data will be reported to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Met July '04	
Please explain the data (6 month) In a review of seven student files, six files contained information/input from the parent regarding the evaluation on the permission to test.				
2. What will the district do to improve? If parent input through a phone call is unsuccessful, a letter requesting parental input will be sent with the date(s) sent documented. What data will be given to SEP to verify this objective? In one of two student files, documentation that letters were sent to parents who could not be contacted by phone for input into their child's evaluation will be checked. This information will be sent to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Met July '04	
Please explain the data (6 month) In one student file, parental input by answering questions in a letter was documented.				

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Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In seven of the thirteen files reviewed, the students were not evaluated in all areas written on the prior notice, one file did not contain the prior notice/consent documentation for dismissal and functional evaluations were not given to any of the students evaluated.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Evaluations in all areas, including functional evaluations, written on the prior notice consent to evaluate will be completed and documented in assessment reports.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All files will show that students were evaluated in all areas indicated on the prior notice, including functional assessments.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1. What will the district do to improve? Functional assessments will be added to the district's permission to test form. What data will be given to SEP to verify this objective? Five evaluation reports will be checked for functional evaluation information. The number meeting this requirement will be submitted to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Not Met	Met Feb. `05
Please explain the data (6 month) In five review files; two files contained all the functional assessment data indicated on the permission to test form. Two files contained partial functional assessment results but did not include all of the areas indicated. One file contained no functional assessment data.				
Please explain the data (12 month) In five file reviews; all five files contained functional evaluation information.				

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<p>2. What will the district do to improve? All files will have a written report with data from all the tests indicated on the prior notice permission form. What data will be given to SEP to verify this objective? Five written reports will be compared to the prior notice to see that the report includes all tests listed on the prior notice to evaluate. Results will be reported to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Not Met</p>	<p>Met Feb. `05</p>
<p>Please explain the data (6 month) Two of five written assessment reports contained all the tests listed in the prior notice.</p>				
<p>Please explain the data (12 month) Five written reports contained all of the tests listed on the prior notice to evaluate.</p>				
<p>3. What will the district do to improve? Parental or guardian permission to test will be received and assessment report data will be used for dismissal of services as indicated on the prior notice for the IEP meeting. What data will be given to SEP to verify this objective? File reviews of dismissed students will be conducted to determine consent for evaluation was received, assessments were completed and the prior notice for the meeting addresses possible dismissal from services. The percentage meeting these requirements will be sent to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Not Met</p>	<p>Met Feb. `05</p>
<p>Please explain the data (6 month) Two students dismissed from special education services were assessed prior to dismissal with consent for evaluation received. One of the two files addressed dismissal on the prior notice for meeting.</p>				
<p>Please explain the data (12 month) Two student dismissed from special education services had consent to evaluate, assessments given as indicated on the permission to test, and a prior notice for the meeting that indicated possible dismissal from special education services.</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Functional assessments were not completed for development of students' IEPs.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students will have functional assessments that will be used in the development of the IEP.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All evaluations will include functional assessments, and the functional assessment data will be used in development of each student's present levels of performance, annual goals and short-term objectives.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Functional assessments will be given during evaluations and the data will be written in the present levels of performance and used in the development of the annual goals and short-term objectives. What data will be given to SEP to verify this objective? Present levels of performance with the inclusion of functional assessment information will be checked in five of seven student files, and the number in compliance will be sent to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Not Met	Met Feb. `05
Please explain the data (6 month) In a review of seven student files; four files had functional assessment information included in the present levels of performance.				
Please explain the data (12 month) In a review of seven student files; six files had functional assessment information included in the present levels of performance.				

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2. What will the district do to improve? The functional assessment information will be used to develop the annual goals and short-term objectives. What data will be given to SEP to verify this objective? Seven student IEP annual goals and short-term objectives will be checked to verify the IEP goals and objectives were based on functional assessment information. The district will submit to the SEP that this happened in five of the seven IEPs checked.	May 1, 2004	Special Education Coordinator and Teachers	Not Met	Met Feb. `05
Please explain the data (6 month) In a review of seven student files; four files had annual goals and short-term objectives based on the functional assessment information.				
Please explain the data (12 month) In a review of seven student files; six files had annual goals and short-term objectives based on the functional assessment information.				

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Principle: 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A student's IEP team must include an administrator or designee. In four of thirteen files reviewed, an administrator or designee did not sign as a participant at the IEP meeting.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. An administrator or designee will be present at all IEP meetings.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) An administrator or designee will sign the IEP indicating attendance.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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1. What will the district do to improve? The administration will be receiving a copy of the prior notice for an IEP meeting. What data will be given to SEP to verify this objective? The percent of prior notices for an IEP meeting sent to the administrator will be recorded and submitted to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	Met July '04		
Please explain the data (6 month) The administration received notice of 100% of the IEP meetings.					
2. What will the district do to improve? An administrator or appointed designee will attend all IEP meetings. What data will be given to SEP to verify this objective? The percent of IEP meetings with an administrator or appointed designee in attendance will be reported to the SEP.	May 1, 2004	Special Education Coordinator and Teachers	6 month Not Met	12 month Not Met	18 month Met 11-13-05
Please explain the data (6 month) An administrator or appointed designee was in attendance at 70% of IEP meetings.					
Please explain the data (12 month) An administrator or appointed designee was in attendance at 85% of IEP meetings.					
Please explain the data (18 month) An administrator or appointed designee was in attendance at 100% of IEP meetings.					

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Principle: 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Students beginning at the age of fourteen or younger, were not consistently invited to their IEP meetings to provide input pertaining to their transition service needs, assist in determining the dates services would be initiated/completed or who would be responsible in assisting them with the services. Five of the six transition age students' files had "electives" rather than specific courses to meet the students' needs.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students will be invited to their IEP beginning at or before the age of 14, and their IEPs will include a statement of transition service needs, a course of study with specific classes, the person(s) responsible and dates services will be initiated and completed.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) File reviews of transition age students will show all students were invited to their IEP meeting, and the IEP will have a statement of transition service needs, a course of study with specific classes, the person responsible and dates initiated and completed for areas without justification.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Specific courses of study to meet the student's transition needs will be written on the student's IEP. What data will be given to SEP to verify this objective? In a review of three transition age students' IEPs, two of the three IEPs will have specific classes for the course of study and all areas of transition completed. The data will be reported to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) In a review of three transition age students' IEPs, three contained specific classes for the course of study and all areas of transition were completed.</p>				
<p>2. What will the district do to improve? The person(s) responsible and date transition services are initiated and completed will be used for all transition areas that do not have a valid justification statement. What data will be given to SEP to verify this objective? Three transition-age students' IEPs will be checked to insure that all three IEPs have the person(s) responsible and initiation/completion date (unless a justification statement is written). Information to verify this requirement will be given to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	

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Please explain the data (6 month) Three transition-age students' IEPs were reviewed and contained a person responsible and initiation/completion date in each area of transition unless a justification statement was written.				
3. What will the district do to improve? The 7 th through 12 th grade special education teacher will attend transition training. What data will be given to the SEP to verify this objective? The teacher will attend transition training June 7 –11 in Vermillion. The superintendent will send the SEP a letter indicating the teacher attended the training.	July 1, 2004	Special Education Coordinator and Teachers	Met July '04	
Please explain the data (6 month) Training attended, letter sent, copy enclosed.				

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Principle: 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition assessment information was not included in the IEP present levels of performance for six transition-age students', nor was parent input consistently written in the present levels of performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Present levels of performance will include parent input and transition assessment information.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of IEPs will have present levels of performance that include students strengths, weaknesses, areas to be addressed, how the disability affects progress in the general curriculum, relate to evaluations (including functional), parent input and, if applicable, transition assessment information.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? An IEP checklist will be developed and used that contains a checklist of the needed PLOP contents. What data will be given to SEP to verify this objective? A copy of the checklist will be submitted to the SEP.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) The checklist is enclosed.</p>				
<p>2. What will the district do to improve? Transition assessment information, when applicable, will be written in the present levels of performance. What data will be given to SEP to verify this objective? Two transition age students' PLOPs will be checked to insure transition was addressed. Compliance with this requirement will be sent to the SEP to verify this objective.</p>	<p>May 1, 2004</p>	<p>Special Education Coordinator and Teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) A review of three transition age students' PLOPs indicated that transition was addressed in the PLOPs.</p>				